



The WCPCAN *Resource Update* contains information on training, resources, what's new at WCPCAN and announcements. This email is distributed to family resource programs currently and previously funded by WCPCAN, as well as WCPCAN members & partners. *Please be aware that the ideas and opinions expressed in the articles are those of the authors and may not represent the views of the members and staff of the Washington Council for Prevention of Child Abuse and Neglect.*

Current and archived versions are also available at: [www.wcpcan.wa.gov](http://www.wcpcan.wa.gov) – from the "What's New" menu bar. If you ever have trouble opening the *Resource Update*, links, or embedded items, please contact me. Feel free to forward this to anyone who may be interested!

To subscribe or submit items and feedback please contact me,

Maria Gehl at WCPCAN

E-mail: [gehlmj@dshs.wa.gov](mailto:gehlmj@dshs.wa.gov)

Voice: (206) 389-3297

Fax: (206) 464-6642

## **Contents:**

### **WCPCAN News**

### **Training/Conference Schedule**

### **Sustainability and Resource Information**

### **Evaluation Resources**

### **Priority Topic Areas**

Note: Not every priority topic area will be covered in every update, but they will all be covered over the course of the year. Priority topics are as follows:

#### **Family Leadership**

#### **Fatherhood**

#### **Management/Organizational Development**

#### **Additional Information and Resources**

#### **Announcements**

#### **Parent Education**

#### **Special Populations**



## **WCPCAN News**

**We are pleased to welcome our 2003-04 Funded Programs.**

### **First Year Programs**

- Child & Family Resource Center Blossoming Project – Jefferson Mental Health Services, Port Townsend
- Fathering Project – Children's Home Society of WA, Kent
- Multicultural Refugee & Immigrant Family Project – Refugee Women's Alliance, Seattle
- Parent Aide Program – Children's Home Society of WA, Southeast Region, Walla Walla
- Parents as Teachers Healthy Start Project – Friends of Youth, Redmond
- Parenting Partnership Program – Mary Bridge Children's Hospital & Health Center, Tacoma

- Strengthening Families Through Enhanced Father Involvement – Kinderling Center/WA State Fathers Network, Statewide

### Second Year Programs

- Family Support / ESL Community Project – Center for Human Services, Shoreline
- Project SAFE – Cocoon House, Everett
- Spanish Language Parenting Program – Yakima Valley Farm Workers Clinic, Yakima
- Tukwila Family Place Library Program – South Seattle Community College, Tukwila
- YWCA Garfield Family Center – YWCA Seattle-King County

### Third Year Programs

- Crisis Nursery Campaign – Gray’s Harbor Children’s Advocacy Center, Montesano
- Independent Living, Parent Education Project – Youthnet, Mount Vernon
- Kinship Care Project – Family Support Center of South Sound, Olympia
- Spokane Nurturing Programs – WSU/Spokane Co. Cooperative Extension, Spokane
- Supported Parenting Program – First Step Family Support Center, Port Angeles

**The Washington Council for Prevention of Child Abuse and Neglect (WCPCAN) is seeking marketing and other professionals interested in participating on a volunteer marketing committee for the Washington State Heirloom Birth Certificate Re-Design project.**

The project is a collaborative effort between the Washington State Department of Health and the Washington Council for Prevention of Child Abuse and Neglect. Proceeds help to protect Washington’s most valuable resource – children. More than half of the certificate’s cost benefits the Washington Children’s Trust Fund, and support child abuse prevention programs throughout the state.

**To volunteer contact:** [Chris Jamieson](#), WCPCAN Public Affairs Manager, 206.389.2412

## Upcoming Training & Conferences

### Conferences & Presentations

#### Latino Health Conference Comes to Yakima in September

Latinos are one of the fastest growing segments of the population in Washington, and they face significant disparities in health status and health care access. The Latino Health Conference, which will be held in Yakima September 25-26, 2003, will offer an opportunity to learn from experts about Latino health issues in our state. The conference planners seek to raise awareness and to provide successful examples of best practices from both inside and outside Washington. Anyone who works in public health, health education and health promotion, community-based organizations, or with Latinos in Washington should attend. There will be tracks on service delivery, community empowerment, health promotion/disease prevention, and health professions. The conference will also offer networking opportunities and the chance to develop new partnerships. You'll find more details on the website for the Washington Association of Community and Migrant Health Centers, [www.wacmhc.org](http://www.wacmhc.org)

**Second Annual Fatherhood Fair ~ October 11th from 11 to 4 ~ Seattle Center Food Court  
Entertainment, Crafts and resources/information for fathers/men and their families**



### **FALL CHILDREN'S ALLIANCE CONFERENCE ON PUBLIC POLICY AND CHILDREN ~ Yakima Convention Center ~ October 16, 2003**

The Children's Alliance is collaborating with Children's Hospital and Regional Medical Center to present this conference. This all-day event is designed to attract a variety of people interested in the health and well-being of Washington's children, including health care professionals, advocates, social service providers, policymakers, volunteers, and others. The annual Washington Children's Health Policy Conference will be incorporated into this event. Accordingly, the conference will feature an afternoon track and a variety of additional programming specific to children's health policy issues. <http://www.childrensalliance.org/whatsnew/events.htm> - Scholarships available to WPCAN funded programs – contact Maria: [gehlmj@dshs.wa.gov](mailto:gehlmj@dshs.wa.gov)

### **Looking Through the Kaleidoscope: WAEYC Annual Conference ~ October 23-25 ~ Meydenbauer Center, Bellevue**

This conference is for all those who work with or on behalf of children and their families. Keynote speakers include Dr. John Gottman, Steve Spangler and Courtney Campbell. [CLICK HERE](#) for conference brochure.

### ***Perspectives: Annual Family Policy Council Network Partner's Summit* November 17 – 19 ~ Silverdale Red Lion**

The featured speaker is Dr. Vincent Felitti, Medical Director at Kaiser Permanente. Dr. Felitti partnered with the Centers for Disease Control to explore how adverse childhood experience (CAN, witnessing domestic violence, mental illness/substance abuse in a parent, or loss of a parent) affects adult health. Also invited is Dr. Martin Teicher – a featured presenter at the Summit last year. Registration fee is \$200 for hotel, food and conference, \$100 for food and conference only. Look for more information after October 1<sup>st</sup>. <http://www.wa.gov/fpc/FPCEvents.html> Scholarships available to WPCAN funded programs – contact Maria: [gehlmj@dshs.wa.gov](mailto:gehlmj@dshs.wa.gov)

### **Zero to Three National Training Institute**

Join us in New Orleans for the 18th annual National Training Institute and a celebration of ZERO TO THREE's 25th Anniversary! This year's Institute is being held December 5 - 7 at the Hyatt Regency New Orleans. Attendees will find internationally known leaders and experts leading sessions that will educate, challenge, and inspire them in their work with young children and families. For up-to-date information about registration, exhibits, and other aspects of the National Training Institute, please visit our Web site at [www.zerotothree.org](http://www.zerotothree.org)



Mark your calendars for **Family Support America's 10th Biennial National Conference, May 12-15, 2004**. To be held in the heart of downtown Chicago's Magnificent Mile, the conference is the premiere gathering of family support professionals, advocates, parent leaders, and others who work to strengthen and support families. [Visit our Web site often for updates](#)—and a forthcoming call for proposals.



### **Nurturing Parenting Program Training ~ September 17, 18 & 19 ~ Spokane**

#### **WSU / Spokane Co. Cooperative Extension**

Become a community volunteer and a more skilled parent. This training is for everyone who works with or cares about families. Training is free if you agree to facilitate one twelve-week session. For more information contact Debbie at 509/477-2162



Training  
Brochure.pdf

### **EMPEZANDO -- a one-day conference for professionals who work with Latino clients -- September 26, 2003 -- Washington State Criminal Justice Training Center in Burien**

The primary goal is to help professionals learn about working more respectfully and effectively within Latino communities and with Latino clients. Visit our website at <http://empezando.wsu.edu> for more information.

### **Children's Alliance Advocacy Camp is back ~ Sept 29<sup>th</sup> through Oct. 1, 2003.**

Advocacy Camp 2003 is our 6<sup>th</sup> annual advocacy training. Advocacy Camp is a three-day interactive advocacy training for individuals across the state. The new skills gained by staff and constituents will strengthen your advocacy capacity in your community. Advocacy Camp covers three major advocacy areas: **Lobbying, Grassroots Advocacy, and Media Advocacy**. Through interactive hands on activities and materials, participants will learn how to work with the media, work with the community and to communicate with elected officials. Participants will also have an opportunity to network with other advocates and learn more about other advocacy efforts across the state. By the end of the training individuals will go home with new advocacy skills, new ideas for advocacy efforts, and probably a new friend. <http://www.childrensalliance.org/whatwedo/advocacy-camp.htm>

**Currently funded WPCAN programs have scholarships available – Contact Maria for information:**  
[gehlmj@dshs.wa.gov](mailto:gehlmj@dshs.wa.gov) or 206/389-3297

### **Taking it to the Next Level: A Nonprofit Capacity Building Conference ~ September 30th to October 3<sup>rd</sup> ~ ECOM Training Center, Seattle**

This exciting, jam-packed conference offers nonprofit organizations, the tools and experts to address the opportunities and challenges facing their organizations. The presenters are nationally known and have best selling books, award winning companies and have taught at universities like Harvard, Kellogg School of Business, Yale and the University of Washington. Such a group has not been assembled before for a single conference.

There is room for only 150 organizations for this interactive, case study, intensive conference. With the commitments that we already have, it is important that you get registered as soon as possible. Pass the news on to others. The conference registration fee is by organization so different people within your organization may attend different days. If you need partial scholarship assistance for this conference please contact me, Senait Mengstab, Nonprofit Assistance Center, [smengstab@nacseattle.org](mailto:smengstab@nacseattle.org). To view a [presentation on the event click here](#). To get a full agenda and application with scholarship information please click here for a [pdf version](#) or [click here to register online](#).

## **Cultivating Public Health Justice through Health Parity, Cultural Competency and Social Determinants ~ October 2nd, 9-4:30 ~ Seattle Asian Art Museum~ from the Pacific NW Society for Public Health Education**

Including the following presentations:

Social Disparities in Health ~ Paula Braveman, MD, MPH, Director, Center on Social Health Disparities,

Cultural Competence in Health & Social Services ~ Ira Sen Gupta, Cross Cultural Health Care Program

Social Determinants of Health & Its Applications for Health Education and Promotion Programs ~ Sandy Ciske, MN & Kathryn Horsley, Dr PH, Public Health Seattle & King County

Program Showcases & Panel Discussion on Health Aging Partnership and Racial & Ethnic Approaches to Community Health (REACH), Refugee Women's Alliance- Domestic Violence Program, and Health Justice Network. Cost: \$75 PNW SOPHE members, \$125 non-members, \$25 students Limited scholarships

For more information or to register contact: Deanne Boisvert MNPL, BSPH Program Co-chair at 206-205-5866

## **Training on Culture and Parenting**

Iowa State University will be presenting a **two part satellite broadcast on Cultural Perspectives on Parenting on October 23, 2003 and November 13, 2003**. Both are scheduled from **12:00noon to 2:00PM, PT**. There are several WSU Cooperative Extension sites that are already registered to bring in this broadcast. Please view the list of sites at the following link

<http://www3.doh.wa.gov/waphtn/broadlist.asp?id=293>

Contact the person listed for the site if you want to view the program there.

Detailed Training Information:



Cultural Perspectives  
on Parenting.doc

**"Side-By-Side Leadership: Building the Best Nonprofit Board and Staff Partnerships" will be the focus for a one day seminar led by Dr. Mary Stewart Hall on Friday, November 14, 2003 from 9:00 am to 5:00 pm in Pigott Hall, room 100, Seattle University campus.** This is the fourth in a series of 1 day courses led by Dr. Hall that is open to alumni of the Executive Master of Not-For-Profit Leadership and other working professionals as well. Participants can either take this as a 1 credit course (enroll through the regular SU processes) or on a non credit basis for \$50.00 (contact Sue White (206 296-5440 or [swhite@seattleu.edu](mailto:swhite@seattleu.edu))). These classes fill quickly so act soon. Proceeds go to the MNPL scholarship fund. Collaboration between a board of directors and an agency's staff is recognized as one of the greatest challenges facing the nonprofit sector. As volunteers, boards seldom have time to become experts on the agency's work. Yet, increasingly, they expect to play a major role in all important management decisions. Learn different ways that nonprofits can build effective board and staff leadership teams.

## **LOCAL COMMUNITY COLLEGE OFFERINGS**

### **Early Childhood Education Studies at North Seattle CC**



northseattle.doc

### **Edmonds Community College – Classes for this Year**

- All FSS classes are scheduled throughout the year to be accessed both online and on campus.
- Coursework earns college credits, clock hours, and/or "STARS" credits. CEU's may also apply.
- Courses may lead to an AA transfer degree to WSU Department of Human Development. (WSU offers an online degree in Human Development.)
- Check out our new web site: <http://fss.edcc.edu> , it includes information about the FSS courses and degree option.



ECC FSS  
Schedule.pdf

## SEATTLE CENTRAL COMMUNITY COLLEGE

### Social and Human Services/Child & Family Studies – Fall Course Schedule



CFSFallScheduleFlyer  
03.doc

#### The TRAIN has arrived

Washington AEYC and the Washington State Child Care Resources & Referral Network are pleased to announce that the TRAIN (Training Resource and Interactive Network) is on track and moving forward. The Foundation for Early Learning awarded us a 21-month grant, through 2004, to develop a statewide training infrastructure that will meet the following goals:

1. Promote the coordination and collaboration of training programs and conferences that will increase diverse training opportunities, reduce duplication and identify training gaps for professionals working with children, youth and families.
2. Improve the quality of training and professionalism of trainers by establishing communication systems, technical support, continuing education and mentoring opportunities for trainers.
3. Ensure the availability and accessibility of training information by developing a comprehensive database and web site that will provide statewide access to the full range of training opportunities for professionals working with children, youth and families.
4. Ensure the sustainability of TRAIN through strategic grass roots development and implementation of subscriber services and a fee structure for trainers and organizations, as well as through in-kind and financial contributions.

The Training Collaborative (TC), formed in 1996, was a group of public and private organizations using training and education to meet their missions of improving the availability and accessibility of training. The group worked toward their mission by collaborating on training projects, sharing information on training resources and also designed a database. The King County Training Network which had also been working to address needs of trainers in King County borrowed and built on the Training Collaborative database design and created a database and web site with the agreement to give it back to make it statewide. This database is now available on the TRAIN website [www.washingtontrain.org](http://www.washingtontrain.org) with the capacity to do statewide searches for information. For further information please contact the Project Manager, Constant Hine, at (206) 364-4070 or [constanthine@washingtontrain.org](mailto:constanthine@washingtontrain.org). And stay tuned for more information about TRAIN in the next edition of the Resource Update!



## Sustainability and Resource Opportunities

### Creative Funding for Domestic Violence and Child Abuse Programs

A new publication, "Funding the Work: Community Efforts to End Domestic Violence and Child Abuse", provides valuable information for community organizations seeking to end domestic violence and child abuse and neglect. Primarily focused on Federal funding opportunities from the U.S. Department of Health and Human Services (HHS) and the Department of Justice (DOJ), the document also offers suggestions for seeking funding from State and local governments, private foundations, and corporations.

This paper arose out of the Greenbook Initiative--a collaboration between HHS and DOJ to address the co-occurrence of domestic violence and child maltreatment in six pilot sites. It contains a number of innovative examples of how organizations around the country have drawn on available resources to fund their work. "Funding the Work" is available online, along with further information about the Greenbook Initiative, at [www.thegreenbook.info](http://www.thegreenbook.info)

### BEA in the Community - Grant Program

The BEA Foundation provides grants to support programs that encourage early intellectual development of pre-school age children. Funding is provided for projects that achieve the following outcomes:



- School readiness by age 5
- Increased availability and quality of early care
- Safe and supportive communities, where children have access to adequate food, shelter, and basic services, and are free from crime and violence

[http://www.bea.com/framework.jsp?CNT=grant\\_program.htm&FP=/content/about/community/grant/](http://www.bea.com/framework.jsp?CNT=grant_program.htm&FP=/content/about/community/grant/)  
(thanks Laura Giddings at CCR ☺)

## **COLLABORATION TRENDS: FIRMS MORE THOUGHTFUL IN SPONSORING OF EVENTS**

Recent research from Chicago marketing analyst IEG finds that companies are moving marketing dollars away from sponsorships and towards community partnerships. Though sports still attract a greater portion of sponsorships, spending on athletics rose less than one percent last year to about \$6.4 billion, while sponsorships of festivals and nonprofit organizations rose 13 percent to \$834 million and \$828 million respectively.

In a related article in the Denver Post, Joni Baird, communications company Qwest's Vice President of Social Responsibility, stated, "(Qwest is) still reviewing plenty of sponsorship opportunities, but we are also now very serious about institutionalizing public service here." The company has increased the annual budget of its charitable foundation to more than \$8million from \$6 million and has pledged to donate \$500 to nonprofit organizations where employees volunteer more than sixty hours of their time in six months.

*And related...*

## **COPING WITH CUTBACKS: STRATEGIES FOR ENGAGING THE BUSINESS COMMUNITY**

The Wilder Foundation offers these suggestions for nonprofits to engage the business community:

- \* Form partnerships with businesses. Find a company that will provide space, staff, funds, resources, or technical assistance.
- \* Know the people, values, and goals of the businesses you are engaging
- \* Share your vision of the future with businesses so they can see how they and their community will benefit.
- \* Link with businesses that will benefit from the positive public relations your organization's cause will generate
- \* Network with small and midsize businesses with a personal stake in the local community
- \* Show businesses how to get involved in community issues that affect them
- \* Collaborate with businesses and other nonprofits to create "incubators" for new, innovative organizations
- \* Form nonprofit/for-profit partnerships to advocate for common interests

The more comprehensive list of financial strategies and information on the Wilder Foundation's book, "Coping with Cutbacks: The Nonprofit Guide to Success When Times Are Tight," are available at:

[http://www.wilder.org/pubs/cutbacks/cutbacks\\_strategies.html](http://www.wilder.org/pubs/cutbacks/cutbacks_strategies.html) (From Leader to Leader Institute)

**Hasbro Children's Foundation Announces Funding Guidelines:** A philanthropic program of toy and game manufacturer Hasbro, the Hasbro Children's Foundation is committed to improving the emotional, mental, and physical well-being of children from birth through age twelve and their families through the support of innovative direct service programs in the areas of health, education, and social services.

In making funding decisions, the foundation is guided by three values: Caring, programs that work to ensure that all children have safe and caring environments where they can grow and thrive; Opportunity, programs that provide healthcare, education, and social services that give young children the help they need to join their peers in learning and achieving; and Joy, opportunities for the most vulnerable children to experience joyful moments as part of their everyday life.

The foundation provides three types of direct-service funding support:

**Innovative Programs With Local Impact** -- Small grants to direct-service programs that meet a need of disadvantaged children in a local community in an innovative way. Funding can be sought to seed a new program component, or help make an existing program more efficient or effective.

**National Replication/Adaptation/Expansion of Innovations** -- Larger and sometimes multiyear grants for direct-service programs that have the ability to bring their successful programs to other communities. Funding can be sought for the process of growing a program that benefits disadvantaged children and families to multiple sites.

**Innovative Programs With National Impact** -- Seed grants for programs that propose to meet the needs of vulnerable children and their families in a new way and have the potential for improving the quality of life for these children in every community across the nation. Grant size in this category ranges widely.

Local grants for model community programs typically range from \$500 to \$35,000. For multi-site expansions, awards are from \$35,000 up, and are granted over a period of one to three years. The largest grants are awarded to programs that are national in potential impact and scope. The foundation funds not-for-profit organizations only. Requests for funding are reviewed on a rolling basis. See the foundation's Web site for more information.  
<http://www.hasbro.org/hcf/> (Thanks Garrison Kurtz at FEL)

**September 30 is the next deadline the C.H.E.F grants program.** C.H.E.F. gives small grants (up to \$10,000 per grant) to further our mission through identifying and supporting leadership, collaboration, and program efforts that strengthen health promotion through education. Please visit our website [www.chef.org](http://www.chef.org) and search for grants to learn more. The contact person at C.H.E.F. is Sue Haughton - 1-800-323-2433, ext. 1918

## Evaluation Resources

### What Do You Do With Your Outcome Data?

Find out what some experts say in this paper from the Urban Institute: How and Why Nonprofits Use Outcome Information – Findings from a symposium in June, 2002  
[http://www.urban.org/UploadedPDF/310464\\_HowAndWhy.pdf](http://www.urban.org/UploadedPDF/310464_HowAndWhy.pdf)

### Family Support America, Evidence Along the Way Evaluation Framework

As part of its “Evidence Along the Way,” funded by the Robert Wood Johnson Foundation, Family Support America is developing a framework for evaluating family support programs. One of the fundamental assumptions of the project is that the ways in which staff members interact with families and the ways in which families interact with each other affect the outcomes for the participating families.

The family support approach proposes that when programs are driven by family-based decision-making, consistent with the principles of family support, they will be more suited to families’ needs, will lead to higher quality programs and have better outcomes for families. In contrast to evaluation approaches that emphasize what a program does (as opposed to how), the proposed approach emphasizes quality practice and adherence to family support principles. One of the primary contributions of this work will be to provide a framework for exploring the relationship between adherence to principles, quality practice, and positive outcomes for children and families.

The framework and evaluation process are currently being pilot tested. Building on the pilot process to date, the pilot group has proposed a framework measurement through surveys of participating parents in six major areas:

- 1) Background Information: What are the characteristics of families that may be important variables for understanding the impacts of the program?
- 2) Program Activities: What activities are available to parents and children and how often do they attend?



- 3) Information, Resources, and Supports: What resources or supports do parents experience at the program?
- 4) Parental Sense of Control (in the program): To what extent do parents feel that they have choice and control over what happens to them and their family in the program?
- 5) Adherence to Family Support Principles: To what extent do parents feel they are being treated in ways that are consistent with the family support principles?
- 6) Benefits and Outcomes of the Program: For participating families, what are the measurable benefits or outcomes of the program? (This portion of the framework will be more specifically articulated to allow for a wide range of possible family support outcomes and sub-domains, along with specific indicators in each domain)

Questions in these six areas will be incorporated into a Parent Survey for each site. While there will be a “menu” of possible options for each area, participating Design Teams will choose specific indicators that are most appropriate for their programs. For more information on this project, contact David Diehl at [ddiehl@familysupportamerica.org](mailto:ddiehl@familysupportamerica.org) (Excerpted from FRIENDS)

### **KIDS COUNT 2003**

**New data online with a great resource for creating data reports directly from the website. Very cool:** <http://www.aecf.org/kidscount/databook/>

## **Priority Topic Areas**

### **Early Childhood**

Harold "Bud" Hodkinson, noted education demographer, has released his new report, **"Leaving Too Many Children Behind: A Demographer's View on the Neglect of America's Youngest Children."** In the report, Bud gives the United States a grade of "F" for developing the potential of children birth through five years and for adequately preparing them for school, using various data sources, including the 2000 Census, and other studies to make his case. **He concludes that the key assumptions driving standards-based school reform and accountability testing do not fairly and adequately deal with the effects that poverty, low parent education levels, child abuse, neglect, and other factors, including race, have on children's chances before they start first grade.** He also makes some action recommendations, including convening a Governors' Summit. To download a copy of the report or to read the press release, go to <http://www.iel.org/news.html>. (From the Institute for Educational Leadership)

### **Preventing Abuse Is a Family Matter, Says NAEYC**

A new survey conducted by the National Association for the Education of Young Children shows that 85% of early childhood professionals believe that offering guidance to families—not just working with kids—helps prevent child abuse and neglect. Most childhood professionals also believe that building strong relationships with families of children in their programs is critical to providing such guidance. To read the full survey or learn about NAEYC's new "Supporting Teachers, Strengthening Families" program, visit [www.naeyc.org](http://www.naeyc.org). (From Family Support America)

### **Family Leadership**

#### **A Place at the Policy Table**

No one has better insight into the needs of children with developmental disabilities than those children themselves, and their families. Leanna Skarnulis reports on a Texas program that trains family members and individuals with disabilities to be persuasive and persistent advocates. (From Connect for Kids) <http://www.connectforkids.org/>

## Fatherhood

### Daddy Project Launched

Kids do better when they have good dads, but what does it mean to be a good dad? Dads Unlimited, a new initiative shaped by educator and father Allan Shedlin based on the results of thousands of hours of interviews with dads and kids, hopes to support good "daddy" beginning with parenting consulting and school-home liaison services. He is offering pro bono consulting at local family clinics. <http://www.daddy.com> (from Connect for Kids)

## Parent Education

### New Curriculum - HOW HOMELESSNESS AFFECTS CHILDREN: FOR PARENTS

This curriculum, designed by One Childhood Lasts a Lifetime, is to be used by staff working with homeless and at-risk families to help parents understand the impact homelessness will have on their children and how parents can support/assist their children. The curriculum is targeted for parents with pre-school and school-age children.

The curriculum is a 4 hour class which can be offered as 2 two-hour classes. It can also be used in conjunction with other parenting classes. One Childhood will be offering training on the curriculum. We will go over how to modify and personalize the curriculum so that it fits the style of the trainer.

**We will need an RSVP by September 8** because we need to have enough material ready. The training is \$60.00 for Snohomish County agencies and \$130.00 for agencies outside of Snohomish County. The cost includes the curriculum materials provided. (Snohomish County agencies have a grant underwriting them as a group)

TRAINING DATE: September 29, 2003

Time: 2:00- 4:00

Location: One Childhood office 1109 Hewitt Ave. Everett, WA (directions provided with registration)

To register: hit reply and confirm the name of the person attending.

Send a check to One Childhood- 742 Suzanne Ct. Langley, WA 98260

## Special Populations

The National Center for Family Literacy announced a new initiative to help address the literacy needs of Hispanic/ Latino families. **The Hispanic Family Literacy Institute** will ensure through policy, research and training that the best possible strategies are employed to successfully reach Hispanic/ Latino populations throughout the country. For more information, please visit their website at:

<http://www.familit.org> or call the Family Literacy InfoLine at 1-877-FAMLIT-1

### Seeking Causes: Racial Disproportionality in Child Welfare---

Though it is well known certain racial and ethnic groups are overrepresented in the child welfare system, the reasons for this are not clear. In September 2002, the Children's Bureau hosted a Research Roundtable on Racial Disproportionality in the Child Welfare System in Washington, DC, to explore this topic further. Seven papers commissioned for that roundtable were recently published in a special issue of "Children and Youth Services Review" (25:5/6).

By considering the ways in which children both enter and exit the child welfare system, the papers explore a number of possible explanations for racial and ethnic disproportionality. Some of the findings include:

- \*Disproportionality may be more pronounced at some decision-making points (e.g., investigation) than at others (e.g., substantiation) (Fluke, Yuan, Hedderson, Curtis).

- \*Family structure was found to be significant. Race and ethnicity were found to have a different effect on family reunification rates in two-parent families than in single-parent families (Harris and Courtney).

\*Changes in policy and practice may be effective over time in reducing racial and ethnic disproportionalities, particularly those arising from differences in duration of out-of-home care (Wulczyn).

An eighth paper on the topic will appear in a forthcoming issue of "Children and Youth Services Review". (Full copies of the articles can be ordered online at [www.sciencedirect.com](http://www.sciencedirect.com) for a fee) All papers highlight the need for additional research in this area. (From Children's Bureau Express)

## Additional Resources

### Great Resource for Kinship Caregivers

A new and well-developed resource called Through the Eyes of a Child-Grandparents Raising Grandchildren was created to help kinship caregivers understand attachment issues of the children in their care. It is a set of nine Fact Sheets produced by UW-Extension and UW-Madison that is now available at <http://www.uwex.edu/relationships/index.html>

The National Endowment for Financial Education has joined with CWLA to produce [Sticking Together: Kinship Care and Financial Care](#), a publication designed to offer families an understanding of the challenges and rewards involved in kinship care. Highlights include advice on physical and emotional health, family reunification, legal guardianship, managing family role changes, and meeting basic needs from cooking to clothing, child care, and after school programs. The second part of the publication focuses on financial issues facing those who provide kinship care, such as preserving retirement savings, estate and will basics, and tax insurance issues.

Copies of the publication are free, so agencies need only pay for shipping and handling: \$25 for each box of 90 copies. To order, call 800/407-6273 or visit [www.cwla.org/pubs](http://www.cwla.org/pubs) and request item #8986. (From WeR4Kids)

## Spotlight on: The High Costs of Child Abuse and Neglect

### EXPOSURE TO VIOLENCE BETWEEN PARENTS AND HARSH PUNISHMENT DURING CHILDHOOD SIGNIFICANTLY INCREASES THE RISK FOR ADULT PARTNER VIOLENCE

<http://www.apa.org/releases/partnerviolence.html>

Children who witness their parents using violence against each other and who regularly receive excessive punishment are at increased risk of being involved in an abusive relationship as an adult, according to a 20-year study that followed children into adult romantic relationships. In partner violence cases that result in injury, the study finds that being the victim of physical abuse and conduct disorders as a child are also important risk factors. The findings are reported on in the August issue of the Journal of Consulting and Clinical Psychology, published by the American Psychological Association (APA).

Research shows that violent behavior toward a romantic partner is difficult to change and that more needs to be done to develop prevention programs that identify major risk factors for partner violence before adult relationships develop. Working towards that goal, psychologist Miriam K. Ehrensaft, Ph.D., and other researchers from Columbia University College of Physicians and Surgeons and the New York State Psychiatric Institute studied 543 randomly selected children who were first contacted in 1975. The youths and their mothers were assessed separately in three follow-up interviews (1983, 1985-86, and 1991-93) regarding demographic, psychiatric and other psychosocial factors. In 1999, a questionnaire on recent life changes, work history, aggressive behavior, intimate partner history, and partner violence was mailed to the participants. Results indicate that child behavior problems (conduct disorder, or CD) are important predictors of adult partner violence and that exposure to violence between parents and harsh

punishment are also risk factors that seem to predict later relationship violence. Full text of the article is available from the APA Public Affairs Office or at [http://www.apa.org/journals/ccp/press\\_releases/august\\_2003/ccp714741.html](http://www.apa.org/journals/ccp/press_releases/august_2003/ccp714741.html) (from IASWR)

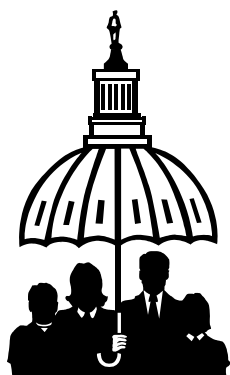
**Maternal Care Affects Adult Levels of Stress** - A study of rats provides important insight into the nature vs. nurture debate. The study found that although all the pups were well cared for and got ample milk from their mothers, those who received more licking were less fearful and, as adults, had more receptacles to absorb stress hormones in their brains. Researchers say the mechanism for humans may differ but the principle is likely the same: how much mothers soothe their babies and reduce stress hormones in the brain can produce permanent changes in the genetic code, laying the physiological foundation for stress responses throughout life. (from Connect for Kids)  
<http://www.cnn.com/2003/HEALTH/parenting/06/09/stressed.babies.ap/>

### **Study Links Child Abuse and Adult Drug Abuse**

According to a recent article in the journal *Pediatrics*, a strong link exists between negative childhood experiences and illicit drug use later in life. According to the Adverse Childhood Experiences (ACE) study – a study originally initiated to determine the relationship between adult obesity and childhood abuse - the greater number of negative events people experience during their childhood (e.g., abuse, parental incarceration, domestic violence), the more likely they are to initiate drug use at an early age, have drug problems, be addicted to drugs, or use intravenous drugs in adulthood.

The ACE study examines the relationship between a variety of adverse experiences in childhood and health problems later in life. The study's authors, researchers from the Centers for Disease Control and Kaiser Permanente San Diego, identified eight categories of adverse childhood experiences: physical abuse; emotional abuse; sexual abuse; substance abuse in the household; an incarcerated household member; a chronically depressed, mentally ill, or suicidal household member; or divorced or separated parents.

In previous analyses of the ACE data, such experiences were also shown to be associated with higher rates of smoking, lung disease, alcoholism, hepatitis, fractures, diabetes, obesity, occupational health problems, and poor job performance. An abstract of this article is available online at [www.pediatrics.org/cgi/content/abstract/111/3/564](http://www.pediatrics.org/cgi/content/abstract/111/3/564).



## **Legislative News**

"The most important political office is that of private citizen." -Louis Brandeis (attorney/judge/author)

### **Federal**

#### **CAPTA Reauthorization Signed into Law**

On June 25<sup>th</sup>, just a week after House and Senate passage of the CAPTA conference agreement, the Keeping Children and Families Safe Act of 2003 was signed into law. The new law (Public Law 108-36) reauthorizes CAPTA through 2008 at slightly increased authorized funding levels (\$200 million, an increase over the \$166 million authorized under the previous law). CAPTA basic state and discretionary grants are now authorized at \$120 million; Title II community-based grants are set at \$80 million. Such authorized levels are well above appropriations figures for CAPTA programs. Highlighted changes include:

- A refinement of the purpose of Title II, formerly titled “Community-Based Family Resource and Support”, and renamed under the new law as “Community-Based Grants for the Protection of Child Abuse and Neglect”.
- Also under Title II, “voluntary home visiting” was added to respite care services identified as “other core services” to be provided under local program requirements.

## Announcements

FROM: Wade F. Horn, Ph.D. - Assistant Secretary for Children and Families  
 SUBJECT: **Launch of the Faith-Based and Community Initiative Section on the ACF Website**



I am pleased to announce the launch of a new area on the ACF website devoted to the Faith-Based and Community Initiative (FBCI): <http://www.acf.hhs.gov/programs/fbci/>

ACF is a leader among government agencies in working with faith-based and community organizations, and this new website is designed to assist us in reaching the goal of "leveling the playing field" for faith-based and community organizations that wish to partner with us.

The new FBCI web area features information on the Faith-Based and Community Initiative, lists links to funding opportunities, offers descriptions of featured programs, and describes resources for faith-based and community organizations. The site also provides links to key websites such as the HHS Center for Faith-Based and Community Initiatives (CFBCI), the White House Office of Faith-Based and Community Initiatives, and the Compassion Capital Fund National Resource Center.

## U.S. BIRTH RATE REACHES RECORD LOW

### Births to Teens Continue 12-Year Decline

The U.S. birth rate fell to the lowest level since national data have been available, reports the latest Centers for Disease Control and Prevention (CDC) birth statistics released today by HHS Secretary Tommy G. Thompson. Secretary Thompson also noted that the rate of teen births fell to a new record low, continuing a decline that began in 1991. Birth rates among teenagers were down in 2002, continuing a decline that began in 1991. The birth rate fell to 43 births per 1,000 females 15-19 years of age in 2002, a 5-percent decline from 2001 and a 28-percent decline from 1990. The decline in the birth rate for younger teens, 15-17 years of age, is even more substantial, dropping 38 percent from 1990 to 2002 compared to a drop of 18 percent for teens 18-19.

"The reduction in teen pregnancy has clearly been one of the most important public health success stories of the past decade," Secretary Thompson said. "The fact that this decline in teen births is continuing represents a significant accomplishment."

Among other significant findings:

- The percent of low birth weight babies (infants born weighing less than 2,500 grams) increased to 7.8 percent, up from 7.7 percent in 2001 and the highest level in more than 30 years. In addition, the percent of preterm births (infants born at less than 37 weeks of gestation) increased slightly over 2001, from 11.9 percent to 12 percent.
- Access to prenatal care continued a slow and steady increase. In 2002, 83.8 percent of women began receiving prenatal care in the first trimester of pregnancy, up from 83.4 percent in 2001 and 75.8 percent in 1990.

Data on births are based on information reported on birth certificates filed in state vital statistics offices and reported to CDC through the National Vital Statistics System. The report is available on CDC's National Center for Health Statistics web site at [www.cdc.gov/nchs](http://www.cdc.gov/nchs). (From US-DHHS)

#### **HUD LAUNCHES NEW SPANISH-LANGUAGE WEBSITE**

The Department of Housing and Urban Development launched a new Spanish-language website, <http://espanol.hud.gov/>, in an effort to help more minorities access information about HUD's housing programs. <http://weeklydigest.c.tclik.net/maabbO2aaYKhybb6LTWb/>

#### **NEW AUTOMATED PHONE SERVICE**

Starting Tuesday, September 2, the Department of Social and Health Services is offering a new toll-free telephone service that **provides basic information to parents receiving Working Connections Child Care (WCCC)** assistance and to providers caring for WCCC children.

To learn more, visit the "What's News" section of the Division of Child Care and Early Learning Internet site at <http://www.dshs.wa.gov/esa/dccel/index.shtml#whatsnews>. The announcement includes links to a DSHS news release, along with detailed notices sent by DCCEL to both parents and providers.

†



## Registration Form

To register, please return this form to the Family Education Project, WSU/Spokane County, 222 N. Havana, Spokane, WA 99202, or fax: 509-477-2087 one week prior to training date. Cost is free for the three-day workshop if you plan to facilitate one twelve-week session. If you are interested in training, but not volunteering, call for details: Debbie at 477-2162.

Name \_\_\_\_\_

Organization \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_

Email Address \_\_\_\_\_

I want to attend this workshop because:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Make a Change in your Community

### Volunteer Today!



*Marilyn Trail*

Marilyn Trail  
County Extension Agent  
Community & Family Education

Persons with a disability requiring special accommodation while participating in our programs may call 477-2048, WSU Cooperative Extension. If accommodation is not requested in advance, we cannot guarantee the availability of accommodation on-site.

Cooperative Extension programs and policies are consistent with federal and state laws and regulations on nondiscrimination regarding race, color, gender, national origin, religion, age, disability, and sexual orientation. Evidence of noncompliance may be reported through your local Cooperative Extension office.

Funded through Washington Council for the Prevention of Child Abuse and Neglect.

## Join the Nurturing Team . . .



## Give Back to Your Community

Nurturing Parenting Program  
Training Dates:  
September 17th, 18th  
and 19th, 2003

Recipient of the  
*Washington State Exemplary  
Substance Abuse Prevention  
Award 2002*

## Who Should Attend This Training:

This training is for everyone who works with and cares about families.

## Why become a Volunteer Facilitator:

- » The satisfaction of giving something back to your community
- » The pleasure of building caring relationships with children, youth and parents
- » Strengthening one's own nurturing skills and family life
- » Learning about family dynamics and group dynamics
- » Developing skills that can lead to jobs and careers

## Workshop At a Glance Facilitator Training

September 17—Wednesday

8:30 to 9:00 —Registration and Continental Breakfast

9:00 to 10:00 —Orientation to Training

10:30 to 10:45— Break

10:45 to 12:15—Nurturing Programs Principles and Practice

12:15 to 1:00 —Catered Lunch

1:00 to 3:00 —Concept Presentations for Adults

3:00 to 3:15 —Break

3:30 to 4:40 —Demonstration Session

4:40 to 5:00 —Closing Activity

**September 18th—Thursday**

8:30 to 9:00 —Check-in and Continental Breakfast

9:00 to 10:30 —Nurturing Concepts and Skills

10:30 to 10:45 — Break

10:45 to 12:00 —How to Facilitate Nurturing Program Activities

12:00 to 1:00 —Catered Lunch

1:00 to 3:00 —Practice Session

3:00 to 3:15 —Break

3:30 to 4:40 —Practice Session Continued

4:40 to 5:00 —Closing Activity

**September 19th—Friday**

8:30 to 9:00 —Check-in and Continental Breakfast

9:00 to 10:30 —Facilitation and Implementation Tips

10:30 to 10:45 — Break

10:45 to 12:00 —Implementation Issues and Planning

12:00 to 1:00 —Catered Lunch

1:00 to 3:00 — Final Practice Session

3:00 to 3:15 —Break

3:30 to 4:40 —Recruiting and Retaining Families

4:40 to 5:00 —Graduation Ceremony

## What You Will Gain:

This three-day workshop will include presentations, discussions, experiential activities and hands-on practice to enhance your ability to involve and work effectively with families.

- » Increased self-awareness and empathy
- » Knowledge about NP philosophy, goals, content, concepts, validation and evaluation tools
- » Hands-on strategies for teaching youth and adults
- » Feedback and guidance in group work / process work and teaching

\*\*\*\*\*

Title: "Cultural Perspectives on Parenting" Part 1 of 2

Date: October 23, 2003

Time: 12:00noon to 2:00PM, PT

Title: "Cultural Perspectives on Parenting" Part 2 of 2

Date: November 13, 2003

Time: 12:00noon to 2:00PM, PT

We Can Help you Learn to Organize, Tailor, and Deliver Services to Culturally Diverse Families

Cultural Perspectives on Parenting is a two-part national satellite educational series from Iowa State University Extension. This program will help you understand the influence of culture on parenting, and how to use family-centered practices to better support families of diverse cultures. In turn, these families will be better able to meet the development needs of their children, and build on their families' strengths.

October 23, 2003

Rosa Milagros (Amy) Santos, University of Illinois- Urbana

Rosa will help us learn about understanding and developing cultural competence and using family-centered practices to work with families of diverse cultures.

William D. Allen, Outreach at Life Innovations, Inc., Minneapolis, MN. Bill will explore ideas with us related to the role of culture in parenting and working with families of diverse cultures.

November 13, 2003

Cynthia Garcia Coll, Brown University, Rhode Island

Cynthia will share research she has done related to parent/school involvement involving families of three different cultures (Dominican, Portugese, Cambodian), and how socioeconomics influences parenting.

Francisco Villarruel, Michigan State University

Francisco will share research and practical suggestions on working with Latino youth and their families.

The First Step: Understanding Cultural Competence

Cultural competence is the ability to learn from and relate respectfully to, people of your own culture as well as people from other cultures. It's having a better understanding of how other people think about things, which helps you find common ground. Gaining this knowledge helps you adjust your behavior, as well as the organization you represent. It's the first step you can take to better assist families of diverse cultures.

### Culture is More than Heritage

Most people think of culture as heritage, but it's much more. Culture is a combination of thoughts, feelings, attitudes, beliefs, values, and behaviors that are shared by a racial, ethnic, religious or social group.

Cultural Perspectives on Parenting will help you tie these and other key concepts together to help you better meet the needs of families in an increasingly diverse world.

This will be the 5th national satellite series on a family/parenting topic that Iowa State University Extension has produced. Past topics include:

- Family resiliency;
- Building a safe community for youth and families;
- Media violence; and
- Healthy teen development.

### Key Topics:

#### Family-Centered Practices

Learn to organize, tailor, and deliver services and support to culturally diverse families to help them meet the developmental needs of children and build on their families' strengths.

#### Influence of Culture

Discover how one's culture, as well as unique characteristics, influences interaction between service providers and families, and how to apply that knowledge in your work.

### Who Should Attend

- Educators, Child care providers, social workers
- Counselors, psychologists, teachers, coaches, ministers, faith leaders -Physicians, nurses
- Judges, law enforcement -Cooperative Extension staff -Future professionals (i.e., college students)

Fall 2003

# EARLY CHILDHOOD EDUCATION

**CLASSES BEGIN SEPTEMBER 29<sup>TH</sup>! REGISTER NOW!**

*In person, by touchtone, or online at [www.northseattle.edu](http://www.northseattle.edu)*

**Contact the Child & Family Division at  
(206) 527-3783 for more information.**

Earn an  
Assistant  
Certificate in  
only 2 quarters!

## CONNECTING TO CHILDREN

Initial course of the professional practice sequence consists of 4 independent 2-credit modules that lead teachers into the fundamentals of facilitating learning in young children. Modules can be taken in pairs (D1 with D2, or D3 with D4) or independently in numerical order. Each module meets the stars continuing education requirement. To enroll, you must be working with young children at least 3 times per week and be able to use that setting as a learning laboratory.

**★PERMISSION REQUIRED — CALL FOR ENTRY CODE★**

### MODULE D1: EXPRESSING WARMTH TO CHILDREN

6001	CCE 160.1A	2cr.	IB 1303A	F
6002	CCE 160.1P	2cr.	IB 3330	Th

### Drummond

8:00AM- 8:50AM

**Daniel**

5:30 PM – 6:20PM

### MODULE D2: PLAYING RESPONSIVELY

6003	CCE 160.2A	2cr.	IB 1303A	F
6004	CCE 160.2P	2cr.	IB 3330	Th

### Drummond

9:00AM – 9:50AM

**Daniel**

6:30PM – 7:20PM

### MODULE D3: TALKING INFORMATIVELY

6005	CCE 160.3P	2cr.	IB 1303A	M
------	------------	------	----------	---

### Daniel

6:30Pm – 7:20PM

### MODULE D4: INITIATIVE, COOPERATION & PERSEVERANCE

6006	CCE 160.4P	2cr.	IB 1303A	M
------	------------	------	----------	---

### Daniel

7:30Pm – 8:20PM

## HUMAN EXCEPTIONALITIES

Explore the questions of diversity within a value-based approach to human exceptionality and disability using a lifespan view. The course begins with an historical review, followed by an introduction to current trends and practices in early intervention, special and general education, and life-long supports for individuals with disabilities and their families.

6007	CCE 113.01	3cr.	IB 1409	M
------	------------	------	---------	---

### Staff

6:30PM – 9:15PM

## PROGRAM PLANNING

Learn how to create an enterprising community of eager learners in a curriculum based upon play and warm, facilitative leadership. Here is an overview of the components of creating a child-sensitive preschool for 3 to 5 yr. old children. A major assignment is to evaluate a physical environment of 2 ECE programs using criteria from the National Academy of Early Childhood Programs.

6008	CCE 125.01	5cr.	IB 1303A	TTh
------	------------	------	----------	-----

### Drummond

5:00PM – 7:20PM

## FOUNDATIONS OF EARLY LEARNING

Covers special needs of infants and toddlers including learning tasks and environmental components for optimal development; caregiver role planning environment; health methods; working with parents.

6009	CCE 135.01	5cr.	IB 3330	TTh
------	------------	------	---------	-----

### Daniel

7:30PM – 9:45PM

## BEHAVIOR MANAGEMENT

Become skillful in discipline, both in managing the dreadfully difficult child and in leading a community of children in learning to care for each other and themselves. The course covers a systematic approach for dealing with difficult behavior, effective rewards, building desired new behavior, and constructing a social learning environment that facilitates personal responsibility.

6010	CCE 159.01	4cr.	IB 1303A	TTh
------	------------	------	----------	-----

### Drummond

7:30PM – 9:20PM

### UNDERSTANDING LITERACY

Become knowledgeable in enhancing children's experiences with literacy. Covering philosophies and definitions of literacy, the class goes on to explore radical, non-traditional thinking in literacy education through readings, guest speakers, and a research project. Class meets at F.A.M.E. Child & Family Center, 4436 Rainier Ave. S. in Seattle.

6011 CCE 165.01 3cr. F.A.M.E. W 5:00PM – 7:20PM

**Daniel**

### PROFESSIONAL DEVELOPMENT: Creative Movement & Drama

Experience the joy of creative movement and dramatics with young children, language essential to full personal development.

6012 CCE 180.01 2cr. PE 0827A W 6:30PM – 8:30PM

**Hurlen**

### PARENT INVOLVEMENT IN EARLY CHILDHOOD EDUCATION

Investigate what it takes to operate in smooth harmony with parents, inviting their involvement, aiding their growth, and enhancing the lives of the children. Includes a discussion of expectations parents and teachers have for each other, the tasks parents face in growing up with their children, assertive and supportive help, communicating the aims of school, democracy, and dealing with difficult issues that affect both school and home, such as abuse, death and divorce.

6013 CCE 232.01 4cr. IB 1303A W 5:30PM – 9:50PM

**Drummond**

**New!**

### MULTICULTURAL DIALOGUES IN EARLY CHILDHOOD EDUCATION

This course will examine the concept of multiculturalism and how it relates to the ECE classroom. Through dialogues, readings and projects, students will be able to assess their beliefs, teaching environment and style – in order to identify changes and promote respect for differences that accompany children and families.

6014 CCE 234.01 3cr. IB 3428 T 4:30PM – 7:20PM

**Daniel**

*The mission of the Early Childhood Education Program is to improve the quality of young children's experiences in early education settings. Our courses make a difference in children's lives.*

Your Seattle Community Colleges- NORTH - SOUTH - CENTRAL - S.V.I. — are EED/AAD Institutions

Child & Family Health/Medical Division  
North Seattle Community College  
9600 College Way North  
Seattle WA 98103-3599



Non-Profit Org  
U.S POSTAGE

**PAID**

SEATTLE, WA  
PERMIT NO 331



# **FAMILY SUPPORT STUDIES 2003-04 COURSE SCHEDULE**

All courses available for onsite training and online.

**The Family Support Program emphasizes the importance of using a strength-based approach to establish and maintain mutually respectful relationships, practice cultural competence, develop and maintain professionalism.**

## **FSS 175 Introduction to Family Support**

**Fall quarter: Tuesdays 3 - 5:40 p.m.**

**Winter & Summer quarter: Online**

"Introduction to Family Support" is the introductory course to the Edmonds CC Family Support program. Students study principles and practices of family support with emphasis on creating partnerships with families; exploring and applying the concepts of empowerment to their personal life experiences and their work environments; and demonstrating their knowledge and skills in Family Support.

Students will use a variety of methods and resources to support their growth and learning in the competencies this course explores. Emphasis is put on student's personal meaning and definition of the concepts explored and the processes of selfreflection and self-assessment. Designed for those currently working with families (or interested in working) such as through Head Start, schools, social service agencies, etc.

## **FSS 185 Parent Development: Theory and Practice**

**Fall quarter: Online**

**Winter quarter: Tuesdays 3 - 5:40 p.m.**

Explore the theory and practice of parent development and options of delivering parenting information through different approaches: home visiting, individual parent conferences, support groups and classes that are culturally respectful of family diversity. Develop and practice specific skills such as facilitating parent leadership, group process skills, communication skills, curriculum development and evaluation, and advocacy. Designed for those currently working with families (or interested in working) such as through Head Start, schools, social service agencies, etc.

## **FSS 195 Building Partnerships:**

**The Art of Collaboration**

**Winter quarter: Thursdays 3 - 5:40 p.m.**

**Spring quarter: Online**

Helps students/staff develop collaboration skills that are useful for building partnerships when working with families or with other service providers, funders, or community-based organizations that connect with families. Focus is on building collaborations through which service providers and agencies work together in order to provide for families in their community and defining communities and providers that can best serve families. Participants learn how to build successful partnerships with families and other professionals by practicing activities. Designed for those currently working with families (or interested in working) such as through Head Start, schools, social service agencies, etc.

## **FSS 210 Leadership**

**Fall quarter: 5 Saturdays 9 - 3:45 p.m.**

**Spring quarter: Online**

Study and practice of leadership in diverse workplace and community settings. Applies leadership skills and knowledge to working with families. Students will develop skills to assist them in making decisions, managing conflict, and initiating change. Through personal assessment strategies, students identify their strengths as leaders and areas needing improvement and have opportunity to practice skills.

Participants will identify their leadership styles as well as develop a personal leadership plan. The course will explore effective leadership in organizations/agencies. There will be a focus on building community leadership. Other topics to be covered include contrasting leadership and management, importance of values in leading, the leader as a follower, and developing parent leadership. Designed for those currently working with families (or interested in working) such as through Head Start, schools, social service agencies, etc.

## **FSS 215 Family Systems**

**Winter quarter: Online**

**Spring quarter: Tuesdays 3 - 5:40 p.m.**

Examines family development in the context of their environment: the developing person, the family, neighborhood settings, and the larger community systems and values. Applies ecological perspective of human development to family support practices through observation, case studies, and practice in family goal setting. Designed for those currently working with families (or interested in working) such as through Head Start, schools, social service agencies, etc.

## **FSS 220 Practicum in Family Support**

**Offered each quarter**

Offers students the opportunity to apply, refine and expand the knowledge and skills learned in previous courses. Students demonstrate competencies in the following areas: communication, identifying family strengths, promoting partnerships, working with the entire family, building a sense of community, and helping families identify their own needs.

## **FSS 255 Home Visiting Skills**

**Winter quarter: 2 Fridays 12:30 - 5:30 p.m.**

Explore skills of effective home visitors working in diverse settings and age groups. Topics include developing trust in relationships, roles, goal setting, documentation, providing resources, cultural influences, safety and ethics. Includes observation and practice.

(425) 640-1665 • [fled@edcc.edu](mailto:fled@edcc.edu) • <http://fss.edcc.edu>

# SEATTLE CENTRAL COMMUNITY COLLEGE

## Social and Human Services/Child & Family Studies

(Early Childhood Education, School-Age/Youth Education & Care, and Social Services)



### CHILD & FAMILY STUDIES FALL QUARTER 2003 ON-CAMPUS CLASS SCHEDULE

**Fall Quarter Child and Family Studies classes begin 10/4/03 and end 12/18/03**  
**Tuition is \$65.80 per credit**

All of the CFS classes fulfill the STARS requirement of at least 10 hours of on-going education annually.

**Planning Age Appropriate Activities & Environments, Instructor: Betty Williams**

**#2591 CFS 110.01 (3 credits), T, 6:30-9:30 p.m. Meets Oct. 7 – Dec. 16**

Introduction to working with children and their families to design safe, healthy, inviting, culturally relevant and anti-bias learning environments for children. (*First of the 4 course series fulfilling the CDA educational requirements!*)

**Guiding Behavior & Social Dev. During School Age/Adolescent Years, Instructor: Marshall**

**#2615 CFS 180.01 (3 credits), W, 6:30-9:30 p.m. Meets Oct. 8 – Dec. 17**

Explores theories of social-emotional development (ages 5-18), learning styles and application to diverse guidance strategies. Promotes self esteem, sense of group belonging, cultural identity and understanding of diverse familial patterns. Learn strategies to assist children/youth in resolving conflict & coping with challenges.

**Childhood/Adolescent Sexuality & Education, Instructor: Glen Osborn**

**#2638 CFS 228.01 (3 credits), M, 6:30-9:30 p.m. Meets Oct. 6 – Dec. 15**

Explores biological sexual development and culturally specific responses to myths and misinformation common among children, youth, and families. Covers strategies for incorporating accurate, culturally sensitive information with families and their school-age children and youth. Explores issues of sexual identity such as gender roles, heterosexuality and homosexuality, sexual stereotypes and the impact of the media. Examines responses to teen pregnancy and sexual abuse.

**Child & Family Health, Instructor: Yvette Edwards**

**#2616 CFS 270.01 (3 credits), Th, 6:30-9:30 p.m. Meets Oct. 9 – Dec. 18**

Topics include impacts of environmental stresses and toxins, access to health care, preventative health, safety issues in childhood, violence in society, child abuse issues, nutrition, impact of bias and other issues impacting families. First Aid & CPR training included.

**Personnel and Supervision (Mentor Class), Instructor: Cam Do Wong**

**#2635 CFS 296.01 (2 credits), Saturdays, 9:30 a.m.-3:30 p.m., Oct. 4, 18, Nov. 1, 22**

Examines methods of coaching staff and the role of observation and feedback in improving an adult's skill in working with children or youth. Students learn an anti-bias, culturally relevant approach to supporting staff development and providing training. (*Meets STARS requirement of education in teaching adults for those who want to become STARS trainers.*)

**NON-MATRICULATED STUDENTS CAN REGISTER (up to 6 credits) STARTING JULY 21, 2003. Register early to insure your place in the class and to avoid possible cancellation of classes due to low enrollment. Call the Humanities Office at (206) 587-6900, Betty Williams, Child & Family Studies Coordinator, (206) 587-6903, or the Counselor's Office (206) 587-4186 for additional information.**

**To everyone working with children & families:**

**SKILL STANDARDS are now being incorporated into our curriculum!**

In order to insure that SCCC Child & Family Studies classes provide early childhood & school-age teachers/caregivers with the most appropriate and up-to-date skills & knowledge in the field, we are aligning the Skill Standards for Early Childhood Professions with our courses. For additional information about skill standards, see the website: [www.wa-skills.com](http://www.wa-skills.com)

Look inside for flyer to post for staff who want to improve their skills in working with children/youth by taking Child & Family Studies classes at SCCC. **Please encourage your staff to pursue this professional development opportunity.**

- All classes apply towards the STARS continuing education requirement. Personnel & Supervision Class meets the director & program supervisor requirement for management training & education.
- Classes also fulfill the CDA (Child Development Associate Credential) educational requirements.

**Financial Assistance for taking classes:**

- **SCCC Financial Aid Office**, Rm. BE 1101; call (206) 587-3844 for information & applications.
- **SCCC Women's Programs**, Rm. BE 1139; call (206) 587-3854 for info. on tuition assistance for working parents.
- **TEACH Program**, call 1-866-30TEACH for information.
- **STARS Scholarships**, WAEYC STARS Scholarship Coordinator; call 1 (800) 727-3107, ext. 16, to find out if you qualify for scholarship reimbursement.
- **Many programs** subsidize course costs for their employees. Don't hesitate to ask!

**CHILD AND FAMILY STUDIES  
Seattle Central Community College  
1701 Broadway, Room BE 4128  
Seattle, Washington 98122**

**Address Service Requested**

Non-Profit Org.  
U.S. POSTAGE  
**PAID**  
Seattle, WA  
Permit No. 331